

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: <i>Solano County</i>	
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1c.	Principal Data Collector: <i>Angela Pride</i>	Phone: <i>415-896-6223</i>
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2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to youth Program.

“Day Reporting Center”

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).” *SEE ATTACHED SHEET*

3. Treatment Interventions: *Youth will be transported from school to center and remain there until 8pm. In addition to the increased supervision, youth based on need as evaluated by assessment) participate in recreation, tutoring, counseling (individual and family) and group sessions. Length of intervention will be determined by youth progress in meeting objectives of case plan. Youths in the control group will receive only regular probation supervision.*

3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

1	Multi-disciplinary assessment to identify needs/plan interventions	0	Single point of entry/one-stop service center
1	Day Reporting Center	1	Multidisciplinary case management
0	Community Resource/Service Center	0	Restorative Justice Program
0	Neighborhood based prevention activities	0	Victim mediation/restoration
0	Teen Court	0	Institutional commitment
0	Neighborhood Accountability Boards	0	Transitional care
0	Victim advocacy	0	Voice tracking
0	On-site school	0	Community-oriented problem solving
1	Homework assistance	0	Reconciliation
0	Language proficiency development	0	Rigorous academic program
2	Monitor truancy through contact with schools	1	Tutoring
1	Probation officers on site: Prevention	0	ESL instruction
1	Probation officers on site: Intervention	1	Educational incentives
1	Social skills development	1	Mentoring
1	Life skills counseling	1	Life skills training
1	Youth leadership development	1	Swift and certain response
1	Parenting training - for youth	1	Emancipation skills training
1	Mental health counseling	0	Parenting training - for parents of youth
1	Family counseling	0	Sexual abuse counseling
1	Family counseling with involvement of extended family	1	Parenting counseling
1	Family conferencing	0	Parental prosecution
0	Family re-unification	0	Create multi-family support groups
0	Respite care	0	CPS referral
0	Family mentors	0	Medical services
1	Peer counseling	0	Physical therapy
1	Health education	1	Conflict resolution services
1	Conflict resolution training	0	Financial support
1	Anger management	0	Residential care
0	Finance management training	0	Clothing
0	Housing and food	1	Use of probation volunteers
0	Expedited case assignment and management	1	Vocational counseling
0	Community based restorative justice	0	Employment
1	Vocational training	0	Community service - paid
0	Job placement	2	Community service - unpaid
3	Pay restitution	1	Transportation
1	Intensive probation supervision	2	Behavioral contract
4	Probation supervision, not intensive	0	Speech therapy

1	Recreation activities	1	Outreach workers
1	After school programs		Other (Specify):
1	Crisis intervention		Other (Specify):
0	Electronic monitoring		Other (Specify):
1	Alcohol abuse counseling and support		Other (Specify):
1	Substance abuse counseling and support		Other (Specify):
1	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

True experimental design with random assignment

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input checked="" type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input checked="" type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.

5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

Cost per youth of the experimental group will be assessed by the cost per child of the operation of the center, cost per child of their accompanying probation services, and the cost per child of detention and placement if youth recycle through the system. This average will be measured against the comparison group cost per child of probation services and cost per child of detention and placement if your recycle through the system.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

Youth in experimental and control groups will have violated the conditions of their probation OR will have stayed in detention ten or more days. Only these youth from the City of Fairfield are eligible for the program.

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., "high risk" as measured by the XYZ risk assessment instrument, a score of "X" on the CASI, etc.).

No standardized assessment tools will be used to determine eligibility.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below**, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	50		50
Second Year	100		100
Third Year	50		50
Total	200		200
Unit of Analysis (Check one)			
<input checked="" type="checkbox"/>	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

8. **Key Dates:**

- “Program Operational” is the date that the first treatment subject will start in the Program.
- “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
- “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: *December 1, 1999*

Final Treatment Completion Date: *December 31, 2001*

Final Data Gathering Date: *June 30, 2002*

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

Probation violations – number and type of probation violations

Age – age at assignment to the program or comparison group

Seriousness of offense – seriousness as measured by a scale as yet to be developed

Gender – gender

Ethnicity – ethnicity

9a. After each characteristic listed above, describe how it will be measured.

9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

Probation violations – a difference in the number of probation violations would signal a difference in the chronicity of the offenders. Groups will be checked periodically to assure that they are equally assigned.

Seriousness of offense – a difference in the seriousness of offense might create a difference in the extent of criminal activity in the lives of the youth. Groups will be checked periodically to assure that they are equally assigned.

Gender – young women tend to have a much higher level of need than young men. This difference may hamper the ability of the program to give proper attention to the rest of the youth. In addition, the young women will require a higher level of individual services to succeed on probation, and this difference could skew the cost analysis. Groups will be checked periodically to assure that they are equally assigned.

Differences in the groups will probably not occur because the evaluation will use random assignment.

9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group. *True experimental design*

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

All youth will be assessed with the Comprehensive Adolescent Severity Inventory (CASI) and services will be coordinated through a multi-agency team.

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

See above

- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

The comparison group will be administered the CASI instrument for the purposes of assuring random assignment and regular probation service outcomes.

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

Probation officers routinely walk youth into court hearings for serious violations of probation to seek detention. The presiding juvenile court judge with the probation department will develop guidelines by which the judge will issue an open order allowing the probation department to randomly assign youth to the treatment and comparison groups.

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

True experimental design

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

Variable	Score/Scale	Additional Information	Significance Test
Recidivism	Incidence of new citation of arrest in the six months after disposition		Correlation coefficient (r) and Chi Square (x^2)
Probation violations	Incidence of new technical probation violation during the program and within the six months after leaving the program		Correlation coefficient (r) and Chi Square (x^2)
Youth adjustment	Increase in score on survey of adjustment filled out by parent and probation officer		Correlation coefficient (r) and Chi Square (x^2)

School performance	Enrollment and grade promotion		Correlation coefficient (r) and Chi Square (χ^2)
Youth adjustment	Increase score on survey filled out by youth		

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.
- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.
17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.
- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
✓	Risk Factors	✓	✓
	Time to Complete Risk Assessment		
✓	Arrest/Referral (any)	✓	✓
✓	# of Arrests/Referrals	✓	✓
✓	Type(s) of Arrest(s)/Referral(s)	✓	✓
✓	Petitions Filed (any)	✓	✓
✓	Sustained Petitions (any)	✓	✓
✓	# of Sustained Petitions	✓	✓
✓	Type(s) of Sustained Petition(s)	✓	✓
	Adult Convictions (any)		
	# of Adult Convictions		
	Type(s) of Adult Convictions		
✓	Institutional Commitment (any)	✓	✓

√	# of Institutional Commitments	√	√
	Commitment Time		
	Completion of Institutional Commitment		
	Restitution Ordered		
	Restitution Amount		
√	Restitution Paid		√
	Amount of Restitution Paid		
	Court-Ordered Work		
	Court-Ordered Work Hours		
	Court-Ordered Work Completed		
	# of Court-Ordered Work Hours Completed		
	Court-Ordered Community Service		
	Court-Ordered Community Service Hours		
√	Court-Ordered Community Service Completed		√
	# of Court-Ordered Community Service Hours Completed		
√	Education-Enrollment Status	√	√
√	Education-Grade Level	√	√
	Education-Credits Earned		
	Education-Grade Point Average		
√	Education-Expulsions	√	√
√	Education-Suspensions	√	√
	Gang Involvement		
√	Alcohol Use	√	√
√	Drug Use	√	√
	Runaway		
	Wardship Status		
	Informal Probation Status		
	Contacts with Probation Officer		
√	Family Functioning	√	√
√	Self Esteem	√	√
√	Use of Community Services	√	√
	Self-Protective/Avoidance Behavior		
√	Client Satisfaction	√	√
√	Family Attitudes	√	√
√	Social Skills	√	√
	Pregnancy/Child Birth Rate		
√	Perceived Control Over Life	√	√
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
√	Referrals to Community Agencies		√
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

The CASI instrument will be used to collect a host of information about the youth and family. These data will include a number of elements in the general areas of health, stressful life events, education, drug/alcohol use, use of free time, peer relationships, sexual behavior, family/household members, legal issues, and mental health. The individual elements are too numerous to list in this space.

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

Following the Krisberg process evaluation model described in the County's Local Action Plan, the evaluation will track the context in which the program was implemented (political, environmental); how youth are identified for assignment to the center, the type, nature, and delivery of the intervention; the linkages among agencies that develop or hinder the implementation of the program; and the outcomes and goals of the program. These factors will be tracked by NCCD data collectors who will be on-site at least one day per week. Process evaluation reports will be submitted to the probation department every month with suggestions for improvements in the program design.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

These factors will be tracked through the individual's case plan, which will be contained in paper form by probation staff, and then in the individualized case plan files in the evaluator's databases.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

The definition of program completion, which is still being developed, will be satisfactory to the Solano County Challenge II Project Manager, the project Research team, and Board of Corrections staff, and will be the subject of a confirming letter from the Board of Corrections upon mutual agreement.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

These factors will be tracked through the individual's case plan, which will be contained in paper form by probation staff, and then in the individualized case plan files in the evaluator's databases.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

See above. Youth who leave the county will be terminated from the program. A sustained petition or placement in a secure setting will be considered a failure of completion. Other factors (attendance, behavior, etc.) are still being determined in collaboration with community-based agencies, the court, and probation staff.